

*The Georgia Framework for Teaching \**

**Accomplished teachers...**

**EDMS 5020. Educating Young Adolescents.** The concept of a separate organization and program for young adolescents, types of curricular plans for the middle school, aspects of teaching in the middle school, and the organization and staff of the middle school. A supervised field experience is included.

**EDMS 5020L. Educating Young Adolescents Laboratory** Field experiences in classroom and community settings. The field experiences illustrate the concept of a separate organization and program for young adolescents, types of curricular plans for the middle school, aspects of teaching in the middle school, and the organization and staff of the middle school.

**EDMS 5030. The Middle School Curriculum.** Curriculum planning, implementation, and evaluation for teaching middle school students. A supervised field experience is included.

**EDMS 5030L. Middle School Curriculum Laboratory.** Field experience in classroom and community settings. The field experiences illustrate curriculum planning, implementation, and evaluation for teaching middle school students.

**EDMS 5040. Teaching in the Middle School.** Various roles of middle school teachers, with emphasis on classroom, team, school, and community issues.

**EDMS 5040L. Middle School Teaching Laboratory.** Field experiences in classroom and community settings. The field experiences illustrate roles of middle school teachers, with emphasis on classroom, team, school, and community issues.

**EDMS 5460. Student Teaching in the Middle School.** Full-time laboratory experience in a middle grade during which the student assumes major responsibility for instruction.

	CORE Areas A-E	Core Area F	Speciali- zations	EDMS 5020. Educating Young Adol.	EDMS 5020 LAB	EDMS 5030 MS Curr	EDMS 5030 LAB	EDMS 5040. Teaching in the MS	EDMS 5460. MS Student Teaching
<b>CONTENT AND CURRICULUM</b>									
1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing central to subject(s) they teach.	X	X	X						
1.2 understand and use subject-specific content & pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.			X	X	X	X	X	X	X
1.3 stay current in their subject areas as engaged learners and/or performers in their fields.	X	X	X						
1.4 relate content area(s) to other subject areas and see connections to everyday life.			X		X	X	X		X
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their <u>own</u> knowledge in the content area(s).			X			X			
1.6 interpret and construct school curriculum that reflects state and national content area standards.			X			X			

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<b>KNOWLEDGE OF STUDENTS</b>									
2.1 believe that all children can learn at high levels; hold high expectations for all.		X		X	X	X	X	X	X
2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).		X	X	X	X	X		X	
2.3 are sensitive, alert, and responsive to all aspects of a child's well being.		X		X					
2.4 understand how factors in environments inside and outside of school may influence students' lives and learning.		X		X		X	X		X
2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, areas of exceptionality.		X		X	X	X	X	X	X
2.6 establish respectful /productive relationships with families; seek to develop cooperative partnerships in support of student learning and well-being.						X	X	X	X
<b>LEARNING ENVIRONMENTS</b>									
3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.									
3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.									
3.3 understand and implement effective classroom management.				X	X	X	X	X	X
3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.		X				X		X	
3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.									
3.6 access school, district, and community resources in order to foster students' learning and well-being.									
3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.									

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<b>ASSESSMENT</b>									
4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.									
4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.									
4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.									
4.4 involve learners in self-assessment, helping them become aware of their strengths /needs and encouraging them to set personal goals for learning.									
4.5 develop and use valid, equitable grading procedures based on student learning									
4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.									
4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.									
4.8 are committed to using assessment to identify student strengths and needs and promote student growth.									
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<b>PLANNING AND INSTRUCTION</b>									
5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.									
5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.									

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5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.									
5.4 monitor and adjust strategies in response to learner feedback.									
5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.									
5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.									
5.7 value and engage in planning as a collegial activity.									
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<b>PROFESSIONALISM</b>									
6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.									
6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.									
6.3 follow established codes of professional conduct, including school and district policies.									
6.4 systematically reflect on teaching and learning to improve their own practice.									
6.5 seek opportunities to learn based upon reflection, input from others, and career goals.									
6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.									
6.7 assume leadership and support roles as part of a school team.									